

Lesson Plan Feedback

Your name: Heather Kenney

Partner's name: Rachel Henderson

1. What are the strengths of the lesson (include aspects such as content, structure, UDL, accommodations, assessment, etc.)?

I found this lesson plan to be extremely thorough and easy to follow. The accommodations are well thought out. I noticed that accommodations were made for both physical and cognitive challenges and the alternatives provided for each activity meet UDL principles.

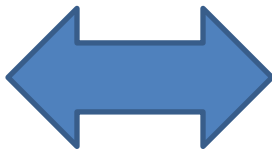
I really like the idea of introducing the concept using videos (although I was not able to access the links)

I also thought that the objective was clear. Saying that the student will be able to measure 5 objects is a measurable statement and appropriate as an objective for the lesson plan that follows. The activities throughout this lesson plan could reasonably provide students with the skills to complete this objective.

2. What are potential areas for improvement?

The standard quoted in the lesson plan is incomplete. The full standard reads: "Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies"

When considering the full language of the standard, the activities in lesson plan seem a bit too basic for this benchmark and for the 6th grade level. First, composite figures are figures that are made up of combinations of basic shapes. For Example:



(Two triangles and a rectangle)



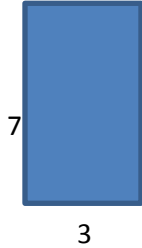
(Two squares and a rectangle)

Next, the standard states that non-rectangular figures be addressed, but the lesson plan clearly states that circular figures are not included. In a two day lesson, there seems to be time to address circles considering that 6th graders should be familiar with concept of perimeter already.

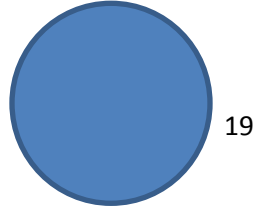
To me, it seems that the purpose of this benchmark is to teach the students to use mathematical methods and critical thinking to apply their existing knowledge of perimeter to irregular shapes, not to learn to use measurement tools and to practice addition.

For example:

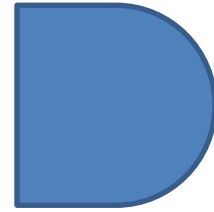
Given



and



find the perimeter of



On the other hand, I felt that with very minor alteration, this lesson plan could be very appropriate for a different grade level and state standard. Here are some of the lower grade level standards that address measurement and/or perimeter:

[MA.2.A.2.4: Solve addition and subtraction problems that involve measurement and geometry.](#)

[MA.2.G.3.1: Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.](#)

[MA.3.G.5.1: Select appropriate units, strategies, and tools to solve problems involving perimeter.](#)

[MA.3.G.5.2: Measure objects using fractional parts of linear units such as \$\frac{1}{2}\$, \$\frac{1}{4}\$, and \$\frac{1}{10}\$.](#)

The prerequisite skills mentioned in the lesson plan are generally second grade mastery level. This lesson would probably be most appropriate for a second or third grade classroom.

3. General Comments

At what point do students complete the “L Column” of the KWL sheet?

In the day 2 activity, you state that the students will be placed in “pre-determined” groups. Is the makeup of these groups important to your model? If so, it could be helpful to include details about the strategy for creating the groups.